DOCUMENT RESUME

ED 463 007 JC 020 223

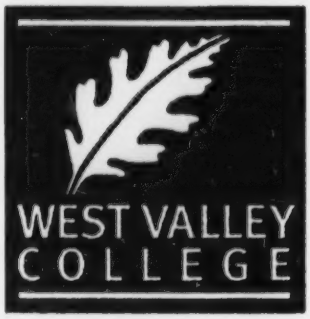
TITLE	Assessment and Planning for Instructional Programs and Services (APPS) Guidelines. Revised.
INSTITUTION	West Valley Coll., Saratoga, CA.
PUB DATE	2001-09-00
NOTE	49p.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Access to Education; College Role; Community Colleges; *Educational Assessment; *Educational Objectives; *Outcomes of Education; *Program Implementation; Student Attitudes; Teacher Role; Two Year Colleges
IDENTIFIERS	*West Valley College CA

ABSTRACT

The Assessment and Planning for Programs and Services (APPS) process at West Valley College (WVC) (California) is intended to improve the success of students by ensuring that they have access to the highest quality instruction and support services. APPS requires that programs and services submit a full report every 4 years, with annual updates. The full report consists of a student survey, other pertinent data, and a self study. This booklet serves as a guide to APPS and contains a process overview and a schedule and timeline for the various steps of the full report, which include: (1) orientation; (2) student survey (a sample of which is provided); (3) analysis of data on loads, enrollments, student characteristics, grades, and completions; (4) self study, which includes the program overview, data analysis, and goals; and (5) preparing the final report; (6) evaluation; and (7) presentation to the board. The annual update has six steps that are briefly outlined in this guide: (1) analyzing the data; (2) establishing goals and activities; (3) requesting resources; (4) prioritizing requests-division level; (5) prioritizing requests-college level; and (6) developing the budget. Appended are a glossary of terms, interpretation guide, and information on community college and district guidelines, goals, and priorities. (EMH)

Reproductions supplied by EDRS are the best that can be made
from the original document.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.



PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
D. Fishbaugh
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
1

ED 463 007

ASSESSMENT and PLANNING for INSTRUCTIONAL PROGRAMS and SERVICES (APPS) GUIDELINES

(Revised September 2001)

TC020223

BEST COPY AVAILABLE

TABLE OF CONTENTS

PHILOSOPHY AND GOALS 2

PROCESS OVERVIEW 2

TIME-LINE 3

APPS SCHEDULE 4

APPS PROCESS – STEP BY STEP

- Step 1: Orientation 6
- Step 2: Student Survey 6
  - Sample Student Survey 8
  - Sample Supplementary Questions 13
- Step 3: Data Analysis (see also PARIS manual) 14
- Step 4: Self-Study 15
  - Overview 15
  - Data Analysis 16
  - Goals 17
- Step 5: Final Report 18
- Step 6: Evaluation 19
- Step 7: Presentation to the Board 19

ANNUAL UPDATE GUIDELINES

- Step 1: Analyzing the Data 20
- Step 2: Establishing Goals & Activities 20
- Step 3: Requesting Resources 20
- Step 4: Prioritizing Requests – Division Level 20
- Step 5: Prioritizing Requests – College Level 20
- Step 6: Developing the Budget 20

APPENDIX A

- Glossary of Terms 22
- Interpretation Guide 24

APPENDIX B

- District and College Goals and Priorities 27

APPENDIX C

- Examples of Completed Forms 33

APPENDIX D

- Sample Signature Page 41

APPENDIX E

- Sample Table of Contents for Self-Study 42

APPENDIX F

- Evaluation 43

PHILOSOPHY AND GOALS

Assessment & Planning for Programs & Services (APPS) is a regular and systematic process intended to improve the success of students by ensuring that they have access to the highest quality instruction and support services. APPS should provide faculty and staff with the opportunity to:

- Clarify program/service goals in relation to college and district goals
- Develop goals specific to their program/service
- Assess student outcomes
- Monitor and adjust factors which affect student success
- Measure the effectiveness of the program/service
- Anticipate and respond to the changing educational needs of the community
- Provide essential information to campus planning groups so that they may plan and allocate resources effectively and efficiently
- Request resources (facilities, staff, equipment, supplies) based on identified needs
- Increase awareness and understanding of the program/service within the college
- Confirm compliance with Title 5, matriculation and/or certification requirements

PROCESS OVERVIEW

To ensure that planning groups have current information and to provide programs and services with the opportunity to respond to significant external and/or internal changes, APPS requires that programs/services submit a full report every four years and updates annually.

The **full report** consists of a **Student Survey,** which is a generic survey administered to students in order to obtain specific data about the program's student population. Programs and services have the option of adding supplemental, program-specific questions to this survey. Programs and services will access **Data** about their students and their programs via PARIS, the Planning, Administrative, and Research Intranet System. In addition to the student survey and other pertinent data, PARIS will provide the information from which goals and activities will be identified. The report also includes a **Self-Study,** which provides an overview of the program, analyzes the data provided in the student survey and PARIS, and makes recommendations based on that information and analysis.

Annual updates will serve several purposes. For programs/services which have completed full reports, the update provides faculty and staff with current data and gives them the opportunity to comment on the status of each of the goals set in the self-study document. The update provides an opportunity to revise previous goals or make new ones based on current information. For programs/services which have not yet completed a full self-study, annual updates provide an opportunity to identify goals and activities in abbreviated form so that planning groups have similar information for all programs/services. Finally, the annual update is the mechanism by which additional resources are requested for the subsequent budget year.

If a program or service has recently completed an accreditation, licensing, or site visit for which it has had to prepare similar information, it may be able to use the information wholly or in part to satisfy the APPS requirement. Contact the Office of Instruction to discuss the options.

TIME-LINE

You are encouraged to finish before the times indicated as they are considered the **latest** deadlines for comfortably completing the process. Remember that you can use Flex Days for working on APPS. The absolute deadline for turning in the completed self-study is **mid-April.**

	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
Orientation • Program faculty/staff meet with Office of Instruction • Faculty/staff develop program-specific questions to add to the general student questionnaire.												
Student Questionnaire • Supplemental questions due to Office of Institutional Research		middle of October										
• Student surveys administered in classes			end of October									
Data Available on PARIS												
APPS Update - Annual						October - January						
Self-Study Document • Overview • Data Analysis • Needs/Goals/Activities/Resources							end of February					
Final report due to Office of Instruction								mid-April				
Final APPS Report printed and distributed.												May through July
Presentation to the Board		September										

5

6

APPS SCHEDULE
2001-2006

	APPS				
Program/Service	*01-02*	*02-03*	*03-04*	*04-05*	*05-06*
AAS					
ARCHITECTURE			X		
CHILD STUDIES		X			
CAREER PLANNING/PLACEMENT	X				X
DRAFTING			X		
ENGINEERING		X			
FASHION DESIGN	X				X
HEALTH CARE TECH				X	
INTERIOR DESIGN	X				X
PARALEGAL			X		
PARK MANAGEMENT	X				X
BUSINESS					
ACCOUNTING			X		
BUSINESS		X			
COMPUTER APPLICATIONS	X				X
COMPUTER INFO SYS	X				X
COURT REPORTING				X	
DIGITAL MEDIA	X				X
WORK EXPERIENCE	X				X
FINE ARTS					
ART		X			
MUSIC		X			
THEATER ARTS			X		
INTERDISCIPLINARY STUDIES					
ETHNIC STUDIES			X		
HONORS			X		
INTERDISCIPLINARY STUDIES			X		
LEADERSHIP			X		
WOMEN'S STUDIES	X				X
LANGUAGE ARTS					
COMMUNICATION STUDIES		X			
ENGLISH		X			
ESL			X		
FOREIGN LANGUAGE			X		
JOURNALISM	X				X
READING		X			
PHYSICAL EDUCATION					
ATHLETIC TRAINING/SPORTS MEDICINE			X		
HEALTH EDUCATION		X			
NUTRITIONAL SCIENCE	X				X
PHYSICAL EDUCATION		X			

Program/Service	APPS				
	01-02	02-03	03-04	04-05	05-06
SCIENCE & MATHEMATICS					
BIOLOGICAL SCIENCE	X				X
CHEMISTRY			X		
MATHEMATICS		X			
PHYSICAL SCIENCE					
ASTRONOMY	X				X
GEOLOGY	X				X
OCEANOGRAPHY		X			
PHYSICS				X	
SOCIAL SCIENCE					
ADMIN OF JUSTICE				X	
ANTHROPOLOGY	X				X
ECONOMICS		X			
GEOGRAPHY	X				X
HISTORY	X				X
HUMANITIES	X				X
PHILOSOPHY			X		
PHOTOGRAPHY	X				X
POLITICAL SCIENCE				X	
PSYCHOLOGY			X		
SOCIOLOGY	X				X
STUDENT SERVICES					
ADMISSIONS & RECORDS				X	
COUNSELING (Incl. Transfer Center)		X			
EDUCATIONAL TRANSITION				X	
EOPS				X	
FINANCIAL AID	X				X
HEALTH SVCS				X	
HS RELATIONS/RECRUITING				X	
MATRICULATION/RESEARCH				X	
SEP				X	
STUDENT ACTIVITIES				X	
TUTORIAL SERVICES	X				X
INSTRUCTIONAL SUPPORT SERVICES					
AV		X			
DISTANCE LEARNING		X			
INSTR DEVELOPMENT		X			
LIBRARY		X			
TECHNOLOGY CENTER		X			
TV OPERATIONS		X			
SHARED GOVERNANCE	X	X	X	X	X
ADMINISTRATIVE OFFICES (Optional)					
BUDGET & PLANNING	X				X
INSTRUCTION	X				X
PRESIDENT	X				X

(as of fall 2001)

APPS PROCESS - STEP BY STEP

STEP 1: ORIENTATION — August-September

The Office of Instruction will meet with representatives of each program, distribute the APPS packets, and explain the process in detail. Each program should designate one full-time instructor or staff person as a facilitator for the APPS process. This person will serve as a liaison with the Office of Instruction, coordinate the preparation of the student survey and the self-study, and ensure that the report is submitted by the deadline. It is also this person's responsibility to ensure that all members of the program/service, full and part-time, have an opportunity to participate in the process and sign the final report.

After this meeting, programs and services should begin work on the supplemental student questionnaires, due at the end of August to the Office of Institutional Research.

STEP 2: STUDENT SURVEY — September-October

Within the first half of the semester, the APPS Student Survey should be administered to students in your program. Beyond that time, input from students who have dropped is lost, and information from these students may be some of the most valuable for your program. A copy of the generic survey appears on the following page. The survey does not need to collect data such as ethnicity, age, gender, or GPA, which are available from other sources and are included in PARIS.

You may wish to add questions to the generic survey that deal specifically with your own program. It is an excellent opportunity to gather valuable information with little additional effort. All of the tabulation will be done by the research analyst, and a copy of the survey and its results will automatically be added to your data book. You should be able to use this information in analyzing your current program as well as in future planning. Examples of questions have been included after the generic survey. You may also wish to develop surveys to poll groups other than students, such as faculty, staff, or community members.

1. Review the generic survey and determine which additional questions would be valuable to your program. Non-instructional programs and services may need to modify some of the generic questions. Contact the research analyst if this is the case.

2. Write additional multiple choice questions following the format of the generic survey. There can be no more than 50 questions as that is all that the computer program will handle and probably as many as students will have the patience to answer. Remember that the questions must be multiple choice (and **only one answer per question can be selected**). If open-ended questions are desired, you can add them, but you will have to tabulate those answers yourself.

3. Submit supplemental questions to the research analyst by mid-September. He will read them over for clarity and format and return them to you so that you can finalize the survey and have it duplicated. Directions for administering the surveys will be provided.

4. The surveys should be administered within a one- to two-week period. When you have finished, return the surveys to the research analyst. The results will be tabulated and returned to you with your data book so that you can incorporate the information in your self-study document.

5. If you have a large number of students (over four or five hundred), you may wish to administer the survey to selected classes only. Contact the research analyst to help you determine a representative sampling.

6. If you would like a breakdown by groups of the information obtained from your student surveys, contact the research analyst **prior to** finalizing your questions. He will help you determine whether it is possible to do and if so, the most useful categories for your program (e.g., day vs. night students or new vs. continuing). You can have up to 3 different groupings plus a total or average for those groups.

SAMPLE

Assessment & Planning for Programs & Services (APPS)
Student Survey

In order to continually improve instruction, course offerings, student services, and West Valley College's educational environment, we need your input. Please answer the following questions to the best of your ability, using the Scantron sheet provided.

IF YOU HAVE FILLED OUT THIS SURVEY IN ANOTHER CLASS, PLEASE DO NOT FILL IT OUT AGAIN.

- Use a soft pencil on the Scantron answer sheet.
- Please select only ONE answer to each question.
- If you wish to change your response, erase your first mark completely.
- Enter your Social Security number in the space provided on the answer sheet. Follow the example below.

Please fill in <u>your SSN</u> on the Scantron Sheet in the spaces provided just above the word "Key". See the illustration below for an example.

<u>(Use your OWN ID No. when filling in the boxes)</u>

1. What is your English language ability level?
   a. English is my native language
   b. English is not my native language, but I can read, speak, and write it without difficulty.
   c. English is not my native language, but I can read, speak, or write it with difficulty
   d. English is not my native language, and I have much difficulty speaking, reading, or writing English.

2. The number of hours per week that you work are:
   a. I do not work at all
   b. Less than 10 hours
   c. 10 - 20 hours
   d. 21 - 30 hours
   e. 31 - 40+ hours

3. My high school grade point average (GPA) was (to your best recollection):
   a. 0.0 - 1.0
   b. 1.1 - 2.0
   c. 2.1 - 3.0
   d. 3.1 - 4.0
   e. greater than 4.0

4. In addition to West Valley College, I also am attending classes at:
   a. Mission College
   b. Evergreen Valley College
   c. San Jose City College
   d. De Anza College
   e. Foothill College (continue to next question)

5. In addition to West Valley College, I also am attending classes at (check all that apply):
   a. San Jose State University
   b. Other community college
   c. Other 4-year college or university
   d. I am not attending any other college

#'s 1-10 are to be included on every survey

6. I would like to see more:
   a. Saturday classes
   b. evening classes
   c. off campus site classes
   d. all of the above

7. Most of my courses take place:
   a. day courses (before 4:30 p.m.)
   b. evening courses (after 4:30 p.m.)
   c. both during the day and the evening
   d. on weekends only
   e. both plus weekends

8. What is the main reason that you chose West Valley College?
   a. convenient to home or work
   b. inexpensive
   c. courses are not available elsewhere
   d. recommended by a friend, or had prior positive experience at WVC
   e. other reason not stated

include on survey

9. Your access to computers and the internet can be described as (check the one that best applies to your):
   a. I own my own computer and I am connected to the internet.
   b. I own my own computer but I am not connected to the internet.
   c. I have an e-mail account.
   d. I don't own a computer but I have access to one at school, work, etc.
   e. I don't own a computer and I do not have access to one.

10. Your computer skills can best be described as (select one):
   a. very strong (able to trouble shoot operating system problems with my computer)
   b. good (regularly use the internet, other applications and can download information)
   c. fair (regularly use the internet and some other applications, Word, Excel, etc.
   d. very weak (i.e., only use the internet, often need help from others)
   e. non-existent; I don't have any computer skills

11. How many years since you were last in school?
   a. less than 1 year
   b. 1 - 2 years
   c. 3 – 5 years
   d. 6 – 10 years
   e. more than 10 years

12. What is the highest level of Math that you have <u>completed</u>?
   a. basic arithmetic
   b. algebra
   c. geometry
   d. advanced algebra
   e. calculus or above

13. The number of units you have completed in the Fashion Design program PRIOR to this semester.
   a. 0 - units
   b. 1 - 12 units
   c. 13 - 25 units
   d. 26 - 40 units
   e. more than 40 units

14. How many semesters have you been attending classes in the Fashion program?
   a. 0 - 1
   b. 2 - 3
   c. 4 - 5
   d. 6 - 7
   e. more than 7

15. How many courses are you currently enrolled (this semester) in the Fashion Design Department
   a. 1
   b. 2
   c. 3
   d. 4
   e. more than 4

16. What is your educational goal?
   a. Completion of a Certificate in Fashion Design
   b. Completion of an Associates degree
   c. Completion of a Bachelor's degree or advanced degree
   d. Personal enrichment
   e. Training or retraining to upgrade my skills

17. Which of the certificate options do you plan to pursue?
    a. Apparel Design (short, one year certificate)
    b. Apparel Design Advanced Certificate
    c. Apparel Manufacturing
    d. Flat Patternmaking
    e. Electronic Grading/Marking or Electronic Patternmaking

18. How are you paying for your education?
    a. Financial Aid
    b. Parents/family
    c. yourself
    d. other:_____

19. Which of following groups do you MOST identify with? (choose **one only** from either Question no. 19 or 20).
    a. Displaced Homemaker
    b. Single Parent
    c. Academically Disadvantaged
    d. Limited English Proficiency (English as a Second Language)
    e. Disabled

20. Question continued from above (choose **one only** from either Question no. 19 or 20).
    a. receiving financial assistance
    b. GAIN (Greater Avenues for Independent Living)
    c. Other _____
    d. This question does not apply to me

21. What is the main reason you chose the Fashion Design program at West Valley College?
    a. Convenient
    b. Inexpensive
    c. Courses not available elsewhere
    d. Recommended by a friend, colleague
    e. Quality of courses and program

22. How many days per week can you attend classes?
    a. 1
    b. 2
    c. 3
    d. 4
    e. 5 or more

23. How did you learn of the Fashion Design Program at West Valley College? (choose **one only** from either Question no. 23 or 24).
    a. high school teacher/counselor
    b. college counselor
    c. professional referral (apparel trade association, job placement service, etc.)
    d. printed material, WVC schedule of classes
    e. friend, colleague

24. How did you learn of the Fashion Design Program at West Valley College? (choose **one only** from either Question no. 23 or 24).
    a. Internet web page
    b. Radio ad
    c. Other: _____

25. If given a choice, would you prefer:
    a. courses that are given over a short period of time where the information is concentrated
    b. courses that are given over an 18 week semester where there is more time to practice skills

26. Do you feel the size of your classes (# of students) is:
    a. just right
    b. too large
    c. too small

27. Before coming to West Valley College, I took fashion classes at one of the following colleges:
    a. College of the Alameda
    b. Evergreen Valley College
    c. Cañada College
    d. San Francisco City College
    e. Academy of Art College

28. Continued from no. 27.
    a. Louise Salinger Academy of Fashion
    b. San Francisco State Univ.
    c. FIDM Fashion Institute of Design and Merchandising
    d. I have never attended fashion classes at any other school
    e. Other: _____

29. On average, how many hours do you spend on projects and assignments for a course in this program?
    a. less than 1 hour
    b. 1 - 4 hours for each class per week
    c. 5 - 10 hours for each class per week
    d. more than 10 hours for each class per week

30. Compared to other college courses, Fashion Design courses have been:
    a. an easier level of work and difficulty
    b. about the same level of work and difficulty
    c. somewhat more work and difficulty
    d. a great deal more work and difficulty
    e. uncertain

31. How often have the courses in this program or department met your learning needs?
    a. all of the time
    b. 75% of the time
    c. 50% of the time
    d. 25% of the time
    e. not at all/never

32. Do you feel that the department offers courses frequently and/or conveniently enough so that you may progress toward your educational goal in a timely manner?
    a. Offers courses very frequently to all in a satisfactory progression
    b. Offers courses often, but satisfactory progression is sometimes a problem
    c. Offers courses seldom and not at a time to allow for satisfactory progression
    d. Never offers courses that allow for progression toward my educational goal

33. Have you taken advantage of any of the following support services provided by the Fashion Design Program?
    a. Audio tapes of terminology
    b. Math 102 class with a Fashion emphasis
    c. English 105 class with a Fashion emphasis
    d. Tutoring
    e. ESL lab services using Fashion Design worksheets

Please answer the following questions or give us your impressions, based on your experiences with the Fashion Design department/program and not on any of the other courses at WVC.

Use the following scale when answering the questions:
a=Excellent b=Good c=Average d=Poor e=Does not apply

Choose only one answer for Questions no. 37 and 38.

34. Willingness of faculty/staff to provide you with help or assistance
35. Availability of the faculty/staff to provide you with help or assistance
36. Fashion Design lab hours provided at a convenient time
37. Condition of classrooms, equipment
38. Availability of equipment
39. Equipment functions properly and reliably (when you need it)
40. Quality of textbooks and materials required.
41. Availability of the Technology Center for use of computers

Please answer the following questions or give us your impressions based on your experience with this college and department.

Use the following scale when answering the questions:
a=very satisfied b=somewhat satisfied c=somewhat dissatisfied
d=very dissatisfied e=Does not apply

42. Were you happy with the level of information you received from the **Counseling Office** (including new student college orientations, visits to counselors, etc.)?

43. Were you happy with the level of assistance you received from the **Admissions Office** (including the enrollment process)?

44. Were you happy with the level of assistance you received from the **College** when you first sought information about this program?

45. Were you happy with the level of assistance you received from the **Fashion Design Department** when you first sought information about this program?

46. If you attended the **Fashion Design new Student Information Sessions**, did it meet your needs?

47. Where does your best knowledge of software lie in computer experience?
    a. word processing
    b. spreadsheets
    c. graphic programs
    c. e-mail
    d. internet

48. What is your sewing experience?
    a. advanced
    b. moderate
    c. beginner
    d. no experience

49. Would you be interested in taking classes through any of these distance learning formats:
    a. Video teleconferencing
    b. Courses completed through the internet

50. What other industries in which fabrics are used would you be interested in working?
    a. Toy manufacturing
    b. Aerospace/auto (upholstery, carpeting of cars and airplanes)
    c. Outdoor equipment (back packing, tents, ski wear etc.)
    d. Textile design and fabric development

Examples of Supplementary Questions

(Source: Mission College)

Compared to other colleges, my speech course has been:

A. easier level of difficulty
B. about the same level of difficulty
C. somewhat more difficult
D. a great deal more difficult
E. uncertain

The main reason I enrolled in my present speech course is:

A. the course fills a degree requirement in oral communication
B. the course fills an elective degree requirement
C. the course is for personal enrichment
D. someone recommended I take it
E. I wanted to take a course from this instructor

How did you find out about this class and/or program?

A. from another student
B. from an instructor
C. from a counselor at Mission College
D. class schedule
E.. other

How would you rate the service at the Instructional Materials Center where tapes are duplicated and audio-visual media checked out?

A. good
B. adequate
C. poor
D. I don't use the Instructional Materials Center

Do you feel that you understand other subject areas (e.g. history, art, geography, etc.) better because of your exposure to this class?

A. yes, very much
B. somewhat
C. no, not at all

If courses were expanded, I would be most interested in taking:

A. Asian Civilization
B. African History
C. History of the Americas (Canada, US, Latin America)
D. Latin American History
E. none of the above

If you currently work, or are studying to work, in one of the following fields, please indicate the one that is applicable:

A. electronics or engineering
B. hotel/restaurant or related service industry
C. public service (education, medicine, police, fire, social work, etc.)
D. marketing/sales/public relations
E. not applicable

Why are you taking this Humanities course?

A. personal enrichment
B. fulfills a requirement
C. plan to major in a Humanities area
D. other classes were closed
E. other reason

Does your company have a tuition reimbursement program?

A. yes
B. no
C. don't know

Does the program offer enough continuing (more advanced) courses to enable you to take the courses you would like?

A. yes
B. no

When students register for ESL classes, the instructors expect the students to complete homework each week. How many hours of homework do you expect to complete for EACH CLASS you take?

A. less than one hour
B. one to two hours for each class each week
C. three to five hours for each class each week
D. six to ten hours for each class each week
E. more than ten hours for each class each week

Do you feel that the size of your class (number of students accepted) is :

A. just right
B. too large
C. too small

Currently, Anatomy and Physiology 5 meets MW 5;30 to 10:00 p.m. Would the time be more convenient in the:

A. morning, twice weekly (4.5 hrs x 2)
B. afternoon, twice weekly (4.5 hrs x 2)
C. morning, three times weekly (3 hrs x 3)
D. afternoon, three times weekly (3 hrs x 3)
E. As it is now

STEP 3: DATA ANALYSIS November-December

Most of the data necessary for this part of your report will be available on line through PARIS after the information from the fall semester census has been processed. PARIS contains many statistics on the students currently enrolled in your program, as well as statistics collected over a period of several years related to other aspects of your program. The data should be very useful to you in the development of your goals. If you need help interpreting any of the data, the research analyst will be happy to meet with you. **NOTE: If your program is non-instructional**, use the format for non-instructional programs and services. Contact the Office of Instruction for a copy.

PARIS includes the following information:

Loads

- WSCH & FTES Trends (day and evening)
- FTE Trends (FT/PT ratios)
- Sections offered (FT/PT)
- WSCH per FTE Trends (FT/PT)
- WSCH per FTE Trends Comparisons (Bay 10 colleges)

Enrollments

- Headcount Distribution (day and evening)
- Enrollment Distribution (day and evening)
- Student Retention Rates (day and evening)
- Retention, Success Rates by Course Section
- Course Outcome Measure Variation - Comparison

Student Characteristics

- Gender Distribution
- Age Distribution
- Ethnic Distribution
- Unit Load Distribution
- GPA Distribution

Grades

- Productive Grades (day and evening)
- Grade Distribution, program
- Grade Distribution, college
- Success Rates, GPA by ethnicity

Completions

- Certificates awarded by ethnicity
- Degrees awarded by ethnicity
- Completions comparison by ethnicity

Program Costs (N/A)

Student Survey

- Survey instruments and response reports

You should carefully review the data and student survey results, giving particular attention to student outcomes. Begin to formulate questions that you would like to address in your self-study

and which may eventually be stated as goals. For example, if you note that your program is not attracting a particular group of students in proportion to their enrollment college-wide, you may want to establish a goal to increase the enrollment of that cohort and one of your activities may be to expand recruiting efforts. Or, you may note that your overall enrollment has increased dramatically and student surveys indicate a need for more classes, so this information may be the basis for stating a need for additional FTE. If you need help interpreting the data, contact the research analyst.

STEP 4: SELF-STUDY — November - March

The self-study is the most important part of your APPS report. In it, you will provide an overview of your program, analysis of the data from the book and student survey, and a statement of your goals and activities. There is no minimum expectation for the amount of information you provide except that you should remember that the information in this report will be the primary means by which the college community knows about your program or service and a major factor in the decisions made by planning and resource allocation groups. Your report should be accurate, objective, and candid. It will be shared with the college community, including the Chancellor and the Board.

It is important that this report be the work of your entire department and that members reach consensus on the final draft.

The self-study consists of three major parts: program overview, data analysis, and goals.

PART I: OVERVIEW

Program/Service History

Provide a **brief** history of your program at West Valley College, focusing on the time since your most recent APPS (or program review) was completed. You may wish to include information such as:

- increases or decreases in the number of full and part-time faculty,
- general increases in sections offered,
- day vs. evening sections,
- growth or decline in support,
- community involvement,
- significant changes in curriculum, or
- level and type of accreditation by an outside professional organization.

The Office of Institutional Research can help you obtain specific data if you do not have enough information. However, this section should be a general narrative, just enough to provide a background for the information which will follow. Specific statistical data will be presented in Part II.

Scope of the Curriculum/Service

Describe the comprehensiveness of your program or service's offerings. State the focus of your program (vocational, transfer, basic skills, re-training, enrichment, etc.) and point out any unique features. Include transferability of courses when applicable. Describe the relationship of your program to other departments within the college and/or district and compare your program to similar programs in other colleges.

Learning and Work Environment

Determine the degree of satisfaction with the learning and work environment by polling current students and staff and comment on the learning and work environment for your program.

The results of the Student Survey will be useful in completing this section.

Prerequisites

The APPS process requires programs with pre- and corequisites and recommended preparations in their curriculum to review and validate those requisites through the Curriculum Committee and report on the outcomes as part of the self-study. This regular review is required by Title 5. Indicate in your self-study that you have (1) reviewed your requisites, and (2) submitted any changes to the Curriculum Committee.

PART II : DATA ANALYSIS

Student Characteristics

By analyzing the data from PARIS, comment on the relevant characteristics of students in your program, e.g., age, gender, ethnicity, average course load, or GPA.

Although PARIS will be the primary source for this section, use information from your student survey or any other source you might have.

Statistical Trends

Provide a narrative of the remaining statistical data in the data book. Be sure to address all significant trends, **especially those related to student outcomes**. This information includes WSCH and FTES trends, WSCH per FTE information (both full-time and part-time), and statistics on retention and grade distribution.

Transfer and Career Information (Complete the following sections only if applicable to your program or service.)

- Explain the possibilities available for transfer students in your program (e.g. ease of transfer, openings in four-year institutions' programs, etc.)

- Describe the current and future job opportunities available to graduates of your program. Give relevant information such as entry level salaries and opportunities for advancement. Include any follow-up information you may have such as job placement statistics or employer satisfaction indices.

Other Data

If you have recently completed a self-study for the purposes of an audit, accreditation, or licensing, or if you have recently reported to the board or an advisory committee, you may append the report and/or summarize the outcomes as appropriate.

PART III: GOALS

Update

List the recommendations or goals stated in your previous APPS or program review report (if available) and comment on your progress.

Needs/Issues

List the needs/issues you have identified as those which your program/service must address in order to ensure students are adequately served. Although you may identify many needs, **limit your list to the number you believe you can reasonably address and put them in order of priority.** Give particular thought to student outcomes. Based on your data, are there changes you need to make to improve ethnic and gender representation in your program? course and/or program completion rates? grade distribution? job placement rate? transfer rate?

Goals

For each need, state a goal, which may be short or long term. These goals should be clearly based on the data and information included in the report and **related to district and college goals**. (A *copy of district and college goals and priorities is included with these guidelines. If you would like to address other goals in the areas of matriculation, accreditation, or student equity, for example, refer to your copy of these documents.)*

Activities

For each goal, develop one or more activities. Don't limit your activities to only those requiring additional resources. Examples are provided at the end of this section.

Resources

For each goal, indicate the additional resources you will need. You may wish to consider staffing, facilities, offices, equipment, services, supplies, age and condition of educational materials, or library holdings. Be sure to include a rationale for your statements.

Remember that this information will be used by college planning groups whose functions include allocation of resources. You should be reasonably specific about your needs. Your self-study will not take the place of a specific request, but it will be a primary source of supporting documentation for such requests. You will have an opportunity each year via the annual update process to make specific requests for resources.

Examples

Need/Issue: A survey of graduates indicated that 75% thought the curriculum in the Auto Repair Program was out of date.

Goal: Update the program in order to stay current with industry and educational standards
(See college goal: "Responsiveness to Student and Community Needs")

Activities:

Revise existing curriculum
Develop new courses
Modify facilities
Upgrade equipment
Increase PT pool

Resources:

$35,000 to modify the auto repair classrooms.
$27,000 to upgrade auto repair equipment.

Need/Issue: Women comprise 60% of the college's total enrollment but only 5% of the enrollment in the Auto Repair program.

Goal: Increase the number of female students in the program by 10% per year.
(See college goal: "Equality of Opportunity")

Activities:

Work with the Outreach Specialist to recruit female students
Revise program brochure to include photographs of female students
Survey female students to identify issues of access, such as childcare and work schedules
Increase number of female instructors in the PT pool

Resources:

No additional resources required.

STEP 5: THE FINAL REPORT — Mid-April

There is no external approval or validation process for APPS. It is the college's position that given the critical role APPS information plays in the allocation of resources and college planning, programs and services should have sufficient incentive to produce as thorough and as accurate a report as possible. Reports that are poorly written, incomplete, or raise questions about their accuracy will prove unusable by college planning groups and may result in programs and services not receiving the resources they need or not receiving them in a timely manner.

Signatures required on APPS reports signify (1) that the program or service has worked closely with its department and division DURING the preparation of the report and (2) that key staff have read the report. It is expected that any serious concerns about the information presented in the report will have been resolved prior to the submission of the final draft. The report should

represent a collaborative effort to present the most complete and accurate picture possible of the program/service so that (1) the program/service has specific goals to improve instruction and support and (2) the college can allocate the right kind and sufficient level of resources.

The self-study should follow the format outlined below. It will include the narrative, student survey and data book provided by the Office of Institutional Research. If you would like to examine sample reports, contact the Office of Instruction. There are no requirements as to length, but the report must:

- Be typed, with pages numbered
- Include a table of contents
- Include the signature page
- Include the student survey results and data reports as appendices

Submit the original to the Office of Instruction indicating how many copies needed for your Department (full- and part-time instructors). The Office of Instruction will oversee the remainder of the process including final sign-offs, printing, and distribution to:

- Division Chair
- Academic Senate representative
- Office of Instruction
- President
- Chancellor
- Board of Trustees
- Library (college copy)

STEP 6: EVALUATION — Mid-April

APPS is a significant departure from previous forms of program review conducted by the college. Therefore, it is important to determine whether it is an effective process for programs, services, and the college. To that end, each program and service undergoing a full review is asked to complete an evaluation form to be submitted to the Office of Instruction when the final report is submitted. The results of the evaluation will be reported to the Academic Senate and used to modify the process prior to the orientation for the subsequent year's cycle.

STEP 7: PRESENTATION TO THE BOARD — September

The Office of Instruction will make the presentation to the Board and provide copies on the self-studies. Faculty and staff are welcome and encouraged to attend.

APPS ANNUAL UPDATE

STEP 1: ANALYZING THE DATA — October-December

Analyze data provided through PARIS and any other information you have which would help you to identify your needs and to establish goals and activities to address those needs.

Review the district's and college's goals in Appendix B. Your goals must reflect those of the district and the college. Note that the college has other plans and studies (student equity, matriculation, accreditation) which also include goals, standards, and activities which could be incorporated into your planning. Your program/service may have additional standards which must be addressed, for example, recommendations from an outside agency or advisory committee.

STEP 2: ESTABLISHING GOALS & ACTIVITIES — December-January

For your program/service, identify your goals and the activities you need to undertake to achieve them. Put both goals and activities in priority order using the Goal Form. (Electronic copies of the Goal Form are available on Microsoft Word from the Office of Instruction and the Office of Budget and Planning.) See Appendix C for examples of completed forms.

STEP 3: REQUESTING RESOURCES — December-January

For each goal that requires **additional** resources (beyond what you are currently receiving), complete a Resource Request Form. (Electronic copies of the Resource Request Form are available on Microsoft Excel from the Office of Instruction and the Office of Budget and Planning.) This form will be the only form you will need to complete to request staffing, reassigned time, supplies, equipment, operating expenses, and facilities modifications for the next academic year. See Appendix C for examples of completed Resource Request forms.

STEP 4: PRIORITIZING REQUESTS - DIVISION LEVEL — January – February

Submit your Goals and Resource Request forms to your Division Chair. The division will prioritize the requests of all of its programs and services based on criteria adopted by the college through its shared governance process. Each goal and its activities will be evaluated as a total package to ensure that if funded, programs/services will receive the right kind and sufficient amount of resources to successfully achieve a given goal. Once each division has prioritized its requests, they will be submitted to the appropriate council. (The Library, Technology Center, Community Education, and administration will submit their prioritized requests directly to the appropriate council.) Provide an additional copy to the Office of Instruction.

STEP 5: PRIORITIZING REQUESTS - COLLEGE LEVEL — March-April

The College Council, working with representatives of other shared governance groups, will merge the priority lists from each division, the Library, the Technology Center, Community Education and administration into one college-wide priority list using criteria adopted by the college through its shared governance process.

STEP 6: DEVELOPING THE BUDGET — April

This college-wide priority list will be forwarded to the College Coordinating Committee for approval and then used for the preparation of the initial college budget in February.

APPENDIX A

GLOSSARY OF TERMS

Glossary of Terms

Actual Expenses — Total instructional expenses at fiscal/academic year end.
Source: WVMCCD Budget Report

A.C.C.C.A. — Association of California Community College Administrators. This organization publishes the annual President's Load Study which assembles first census WSCH, FTE and WSCH/FTE by TOP Code discipline for each community college in the state.

Archived First Census — An in-house term used to designate the first census tape that has been taken off the system ten days after the original first census date. This is to allow the Admissions & Records personnel to catch up, clean up, or correct information pertaining to enrollments up to that first census date. At that time (10 days after first census date), a tape is made of the enrollments but refers to the original first census date. It does NOT refer to the date that is 10 days after the first census date. This is also sometime referred to as "First Census Plus Ten." It is this tape that is subsequently sent to the State Chancellor's Office as the college's official first census tape.

Attrition — Refers to the percentage of students enrolled at the Final Drop Date that dropped by the end of the semester or received a grade of F or NC.
Source: WVMCCD Grade Distribution Report (NSR702)

Bay 10 — Refers to the ten community college districts which surround San Francisco bay. The colleges in these districts are thought to be similar in a number of important respects so are often compared, particularly in terms of WSCH/FTE.

Budgeted Expenses — Instructional budget at beginning of fiscal/academic year.
Source: WVMCCD Budget Report

Completions — Total number of Degrees and Certificates awarded for a specific instructional program.
Source: WVMCCD Summary of Degrees Conferred Report (WVM783)

Duplicated Enrollment — Sum of all enrollments (e.g. a student taking three courses in a given instructional program is counted three times.).
Source: WVMCCD Grade Distribution Report (NSR702)

Final Drop Date — Last official day to drop a course without a "W" grade appearing on the student's transcript. Set at the end of the fourth week of instruction.

First Census — A State appointed date at which schools must report student contact and a wide variety of other data. Defined as the Monday of the fourth week of instruction for the 18 week calendar, the date appropriate for the early start calendar is the Monday of the third week of instruction. See also Second Census.

FTE — Full Time Equivalent (Instructor). A cost factor applied to each instructional course section, it represents the cost associated with teaching a particular course. Non-Instructional and reassigned (released-time) FTE are not included in Data Book FTE comparisons.
Source: Faculty Load Sheets

FTES	Full Time Equivalent (Student). Basis for funding allocation, recently adopted by the State of California, replacing ADA. FTES, unlike ADA, measures first census student contact activity only. FTES data does not appear in the Data Book.
Full-Time Overload (hourly)	Overload FTE paid at the part-time (hourly) rate. These FTE have been combined with Part-Time FTE for displaying Full-Time/Part-Time FTE and WSCH/FTE ratios.
Full-Time Regular FTE	All FTE paid to full-time instructors for their regular 1.0 (or less) FTE assignments. This category also includes all banked overload FTE.
Non-Productive Grades	Sum of all D, F, I, NC and W grades.
PARIS	Planning, Administrative, and Research Intranet System. Use Netscape to access PARIS for college and district data.
Part-Time FTE	All FTE paid to part-time instructors on an hourly basis.
Productive Grades	Sum of all A, B, C and CR grades.
Program Cost	All costs directly attributable to instruction. Reassigned (released-time) assignment costs are excluded from these totals. Source: District Budget Report
Retention Rate	The percentage of students enrolled at the Final Drop Date that have not dropped by the end of the semester or received a grade of NC or F. Source: WVMCCD Grade Distribution Report (NSR702)
Section GPA	Grade point average calculated using the grades earned in a specific course section.
Success Rate	The percentage of students enrolled at the Final Drop Date that finished the semester with a grade of A, B, C or CR.
Unduplicated Headcount	Sum of individual students (e.g. a student enrolled in three courses in a given instructional program is counted only once.)
WSCH	Weekly Student Contact Hours. A measure of student contact activity. Calculated as follows: WSCH = (number of hours course section meets each week) MULTIPLIED BY (student headcount for course section).
WSCH/FTE	A ratio of student activity to the instructional costs associated with generating it. Often used as a productivity measure for individual sections, departments or between campuses. Reporting problems associated with concurrent courses, team teaching, and "instructor of record" are handled on a case by case basis. **$/Completion** Relationship between total instructional expenses and total degrees and certificates awarded.
$/Student	Relationship between total instructional expenses and unduplicated student headcount.
$/WSCH	Relationship between total instructional expenses and total WSCH generated.

Interpretation Guide

LOADS

WSCH distribution: Indicates trend of program growth/decline over seven semesters in the unit of measure (WSCH & FTES) by which the college has been funded. Day and Evening activity shown separately. Data are from first census.

Sections Offered: Compares the number of sections which were taught by full-time versus those taught by part-time instructors over seven semesters. Overload assignments that are paid on an hourly basis are included in the Part-Time component. Banked overloads are shown in the Full-Time component. These trends, in addition to the PT/FT FTE trends provide a clear demonstration of how program teaching activities are distributed. Also useful for determining if an increase in program WSCH is due to greater use of existing sections or the addition of new sections.

WSCH per FTE trends: Compares full-time faculty, part-time faculty and college WSCH/FTE. Department WSCH/FTE rises when student enrollments increase without a corresponding increase in faculty FTE (without adding a new section). They also rise by decreasing the total program FTE without a corresponding decrease in total student enrollment. It is important to note that a decrease in faculty FTE will not result in a WSCH/FTE increase if the enrollment in the section to be eliminated generates a higher WSCH/FTE than the program WSCH/FTE.

WSCH per FTE comparisons: Compares the first census WSCH/FTE ratio of a particular instructional program offered at one college with that generated by similar programs at other colleges.

ENROLLMENTS

Unduplicated Headcount: Sum of individual students enrolled, broken out by Day and Eve enrollments. Shows program growth/decline trends in terms of number of students. The relationship between unduplicated headcount and duplicated enrollment provides a rough measure of how many classes each student is taking in this program.

Duplicated Enrollment: Sum of all program enrollments broken out by Day and Eve enrollments. Last column of table relates program enrollment with total college enrollment (i.e., shows the percentage that the program's total enrollment makes up of total college enrollment). The relationship between unduplicated headcount and duplicated enrollment provides a rough measure of how many classes each student is taking in this program.

Retention: Calculated as Final Drop Date (end of 4th week for short calendar) through end of the semester. This statistic is routinely calculated differently from campus to campus dependent upon what starting point (week of the semester) data is available. Using an earlier starting point includes a number of non-serious student enrollments and those still shopping for classes and may result in a markedly lower retention rate. College overall retention is shown for comparison purposes. Equal to 100% minus the Attrition Rate.

Attrition: Shows the change in rates of student W, F and NC grades earned over seven semesters. Equal to 100% minus the Retention Rate.

Retention, Success, GPA by Course Section: Provides retention and success rates for all sections and ranks them, in ascending order, by success rate. Comparisons can be made between different courses, between sections of the same course or between sections and the success rate of the program as a whole. GPA is also shown for each section and is intended to provide some insight into the variation in class performance and grading. (In this instance, it is more meaningful to compare the GPA of the individual sections of the same course.)

STUDENT CHARACTERISTICS

Gender Distribution: Compares program gender distribution with that of college averages. Provides a measure of the extent to which a program's student profile represents WVC as a whole.

Age Distribution: Similar to Gender Distribution.

Ethnicity Distribution: Graphics which describe two "views" of the data. Uppermost of the two shows ethnicity trends for a particular program over seven semesters. The second graph compares ethnic distribution of the program with that of the college and averages for Santa Clara County.

Unit Distribution: Describes the total unit load that students taking courses in a specific instructional program are currently enrolled in. Shows trends over seven semesters.

Grade Point Average Trends: Shows the cumulative semester grade point average of those students that were enrolled in one or more courses in this particular instructional program. This data is shown for seven semesters. Please note that GPA is calculated for all semester courses and is not limited to those taken in this program.

GRADES

Productive Grades: The percentage of A, B, C and CR grades awarded with respect to the total number of grades awarded by Day and Eve enrollments. The last column in the table shows the same statistic for the college overall (for comparison purposes).

Non-Productive Grades: Similar to Productive Grades above except for D, F, I, NC and W grades.

Program Grade Distribution: Self explanatory.

College Grade Distribution: Self explanatory.

Success Rates, GPA by Ethnicity: Compares success rates and grade point averages of students enrolled in an individual program by ethnic cohort.

COMPLETIONS

Certificates Awarded: Certificates awarded throughout the past four academic years are shown by gender and ethnicity.

Degrees Awarded: Similar to Certificates Awarded above.

Completions Comparison: Ethnic distribution for those having received degrees or certificates are compared to the ethnic distribution program-wide, college-wide and community-wide (Santa Clara County averages).

PROGRAM COSTS

Program Cost Comparison: Program budgeted and actual expenses are detailed in this analysis. Reassignment (released-time) costs are excluded from this analysis. Cost/WSCH and cost/FTES are compared to the college average.

STUDENT SURVEY

Survey Instrument(s) & Response Reports: A student survey is administered during the Fall semester. The survey instrument was purposely designed in a generic format in order that it be relevant for administration to any instructional program without modification. Program faculty are, however, encouraged to develop a program-specific survey to elicit student responses to curricular questions unique to each individual program. The survey instrument for the generic survey and corresponding response report are included in this section as are program-specific survey instruments and response reports, if applicable.

Please address questions regarding the interpretation of these data to West Valley College Office of Institutional Research. Additionally, the campus research analyst is available to attend a department meeting or on an appointment basis to discuss topics and field questions relating to the interpretation of these data.

APPENDIX B

DISTRICT AND COLLEGE GOALS AND PRIORITIES

DISTRICT GOALS

Goal A. Enhance instruction

- A.1. Encourage delivery of curricula that responds to the needs of our students and community.
- A.2 Provide the technology necessary to prepare our students to fill the changing needs of the workplace.
- A.3 Assist in the design and implementation of strategies to increase the transfer rates by 5% within the next 3 years.
- A.4 Assist in the development of strategies to increase the number of students who enroll in and complete occupational/vocational education training objectives.

Goal B. Build Community

- B.1. Provide a skilled workforce for our community, relying on high standards of education which emphasize critical thinking, collaborative learning and responsibility.
- B.2. Establish an outreach process that will bring together the District, industry, universities, K-12 schools, governments, private citizens, and community groups to better enable the District to move forward and to fulfill its mission.
- B.3. Foster faculty and staff diversity to meet the needs of a changing population.
- B.4. Create a more proactive culture within the district to explore methods of improving our image in the community and services to our students and the public.

Goal C. Strengthen Resources

- C.1. Promote procedures and allocate resources to improve student success and learning.
- C.2. Develop alternative funding sources to supplement State funding.
- C.3. Continue to support a staff and organizational development program which promotes shared governance, productivity, and respect for the value of all employees.

COLLEGE MISSION

West Valley College is a public community college whose primary purpose is to facilitate successful learning. It is committed to the education of the individual along with fostering the economic development of the communities it serves. West Valley College provides students with opportunities to participate in a wide spectrum of educational experiences designed to fulfill their academic and career needs. Encouraged to seek knowledge and wisdom as lifelong learners, our students are motivated to expand their human potential, enrich the quality of their lives, and develop the job skills and other competencies necessary to function in contemporary society.

To achieve West Valley's mission, the college strives to attain excellence in providing:

- **Transfer Preparation.** Courses and programs which provide comprehensive lower division instruction with full transferability through articulation agreements and transfer guarantees for students who have educational goals beyond the associate degree.
- **Vocational Technical Education.** Courses and career programs which provide skills and knowledge responsive to current needs of business, technology and the allied professional fields.
- **General Education.** Courses and programs which contribute to the education of an individual, including the development of critical thinking, written and oral communication skills, understanding of and the ability to use quantitative analysis; appreciation of the arts and humanities; and awareness of physical, social and behavioral sciences as they affect the individual and interaction with the community and the global society.
- **Pre-Collegiate Basic Skills.** Courses and programs which prepare students for college level reading, written and oral communication, and mathematics.
- **Economic Development.** Courses and programs which advance California's economic growth and global competitiveness and contribute to the region's continuous work force improvement.
- **Student Services.** Counseling programs and additional services which: 1) assist students in the matriculation process; 2) facilitate planned selection of programs and courses; 3) lead to transfer and/or career goals; and, 4) promote student access, retention and success.
- **Community Services Courses and Programs.** Community Education meets identified community interests and needs by offering state funded and fee-supported non-credit classes in areas including education for older adults, health and safety, short term vocational programs, basic skills, College for Kids, parenting, and drug and alcohol education programs.

COLLEGE PRIORITIES

Goal A. Responsiveness to student and community needs

Through the use of a comprehensive marketing plan, an all inclusive management information system and continued articulation efforts, the college will respond to student needs and the training needs of the industrial, commercial, governmental, and professional sectors of the community.

Goal B. Equality of opportunity

The college will provide educational programs and services that ensure access to potential students. Even though the "door is open," institutional, social and logistical constraints may limit access and create unequal opportunities. The college will continue to identify and move towards removing these constraints and barriers. Major components of this plan include the matriculation process, removal of physical barriers and commitment to Affirmative Action for students and staff.

Goal C. Balanced program development

The college will provide a balance of academic, career, civic and cultural educational experiences, and the necessary support services in major locations and over a broad spectrum of day and evening hours. Curriculum development will continue to focus on content that incorporates diverse perspectives, innovative teaching methods, and new modes of delivery for established transfer, career and technical programs, as well as experimental programming for the demonstrated needs of a changing community.

Goal D. Quality of educational environment

The college will provide an environment that promotes staff development and motivation in order to achieve excellence in its educational offerings and services in response to the changing student and community needs. This commitment includes planning for faculty support, for the continued maintenance and enhancement of our physical surroundings, and for frequent updating of instructional equipment and library materials. Policies and procedures which facilitate the purpose of the college will be implemented through the shared governance process.

Goal E. Accountability

The college will be accountable for the programs and services it offers. The quality, accessibility, comprehensiveness and responsiveness of its offerings will be measured by systematic self-evaluation of programs and support services. Internally, the college will measure the efficiency of its operations by the extent to which careful allocation of resources and expenditures support the effectiveness and value of the educational programs.

COLLEGE STRATEGIC GOALS

1. **Learning Community.** We will shape a learning community which blends the traditional focus on content with the development of additional skills that learners need to contribute successfully to our contemporary, multi-cultural society by:
   - Effectively developing a sense of community
   - Encouraging collaboration
   - Making all members of the college community active partners with shared responsibility in the learning experience
   - Developing appropriate skills to promote lifelong learning
   - Supporting collaborative learning and problem solving within the classroom, across the college and throughout the district

We will continue to support student success by:

- Developing, evaluating, and improving our educational programs and services
- Assisting students in setting their educational goals and evaluating progress toward them
- Utilizing continual assessment to improve the student learning experience.

We will promote ongoing professional and personal growth by:

- Providing orientation for all full and part-time employees
- Providing opportunities, resources, and mentoring

2. **Diversity & Inclusion.** We will foster an increasingly diverse and inclusive learning community by:
   - Communicating and building better relationships with the communities we serve
   - Decreasing systemic financial, geographic, academic, physical, personal and cultural barriers to make the campus more accessible and inviting
   - Attracting, hiring, retaining, and supporting a highly qualified, multi-faceted staff
   - Preparing and encouraging students to contribute successfully to our contemporary, multi-cultural society

3. **Collaborative Leadership.** We will work collaboratively, as active partners in the learning community, on behalf of the common good of the College and District. We will take responsibility, both individually and collectively, to engage in shared decision-making by:
   - Improving and sustaining an environment of mutual respect, confidence, support and trust
   - Communicating, interacting and building teams within and across constituencies
   - Ensuring timely, effective communication
   - Making intentional, conscientious, thoughtful, and timely decisions

4. **Physical Resources.** We will proactively and innovatively support the learning community with physical resources (buildings, grounds, learning stations, instructional space, and equipment) by:
   - Making the campus more accessible, inviting, safe, and physically attractive to a diverse population
   - Maintaining, reconfiguring, and developing classrooms, laboratories and other facilities to promote collaborative learning
   - Sharing our physical resources more effectively
   - Using technologies that help us transcend the limitations of the physical environment by thinking of the community as the classroom
   - Promoting the College campus as a resource to the community and viewing the community as a resource for the College

5. **Fiscal Innovation.** We will proactively and innovatively fund our learning community by:
   - Engaging in strategic financial planning
   - Securing appropriate alternative sources of funding
   - Allocating resources through fiscal policies, priorities, and processes that support institutional goals

EDUCATION AND FACILITIES MASTER PLAN 2000 - PRIORITIES

Goal A. Technology
Develop a comprehensive program of assistance for users of technology that includes training, technical support, consulting, and instructional development.

Goal B. Student Services Development
Develop reliable, user-friendly registration processes and student services focused on student needs and customer service.

Goal C. Educational Program Development
Refine and expand delivery systems for programs and services to provide greater access and support for varied learning modes that include:

- Distance learning.
- Flexible scheduling.
- Alternative pedagogy.
- Satellite locations.
- Collaborative learning.
- Accelerated and intensive courses.

Goal D. Accountability
Develop and enhance programs and services to meet the needs of new and/or under-served populations.

ADDITIONAL GOALS AND OBJECTIVES

In addition to those comprehensive goals and objectives established for the district and the college, the college has other goals and standards which it must meet, including those for student equity, matriculation, and accreditation. In each case, the goals, objectives, activities, and/or standards are clearly stated and may be useful to programs and services as they develop their own goals. These are briefly described below. For more specific information, refer to the documents.

Student Equity

The college has a plan to improve access and success for historically underrepresented students. The major goals are listed below.

A. Equity: To provide educational programs and services based on the equitable treatment of all students
B. Campus Climate: To create and sustain a campus climate that values diversity, encourages cross-cultural awareness and promotes mutual respect among students, faculty and staff.
C. Access: To enroll and serve a student population that increasingly reflects the ethnic and cultural composition of our surrounding community

D. Course Completion: To improve the success rates for historically underrepresented groups as measured by their completion rates in ESL, basic skills and transfer courses.
E. Degree and Certificate Completion: To improve the degree and certificate completion rates of historically underrepresented groups.
F. Transfer: Improve the transfer rates for historically underrepresented groups

Accreditation

The college's most recent self-study assesses the extent to which the college meets the standards of the Western Association of Schools and Colleges. Programs and services may wish to refer to the plans of action stated in this report and/or to the recommendations of the accrediting team in relation to any of the following standards:

1. Institutional Mission
2. Institutional Integrity
3. Institutional Effectiveness
4. Educational Programs
5. Student Support and Development
6. Information and Learning Resources
7. Faculty and Staff
8. Physical Resources
9. Financial Resources
10. Governance and Administration.

Matriculation

The college has a matriculation plan, approved by the State Chancellor's Office and updated annually, which contains goals and objectives in the following areas.

Admissions
Orientation
Assessment
Counseling/Advisement
Follow-up
Research
Coordination & Training
Prerequisites, Policies & Procedures

APPENDIX C

EXAMPLES OF COMPLETED FORMS

PROGRAM/SERVICE:	Auto Repair

INTRODUCTION

Use this form to give background information on your department or service area that will allow the reviewer to understand why you have selected your goals.

INTRODUCTION AND ANALYSIS OF NEEDS/ISSUES:
The Auto Repair program has fallen behind the times in the last decade and as a result, it no longer retains the premiere status it once had. This has resulted in declining WSCH and WSCH/FTE. An analysis of other successful auto repair programs in California, feedback from the program's advisory committee, and the results of a student survey indicate that there are several fundamental changes the program must make to remain competitive.

A. The program must provide its students with the latest computer technology for automobile diagnostics.

B. The curriculum must be expanded to include new diagnostic procedures.

C. Auto repair students need to acquire skills the auto repair industry now considers essential. These include the ability to work in teams, the ability to read a wide range of technical material, and the ability to communicate effectively with an increasingly diverse customer base.

D. The auto repair program must recruit a diverse group of faculty and students to meet the demands of the California workplace.

PROGRAM/SERVICE:	Auto Repair

GOAL FORM

List your goals in priority order (A through Z). Use a separate Goal form for each goal. For each goal, list in priority order the activities you plan to undertake to achieve your goal. Your responses should be brief but still provide enough information to support your request for additional resources.

GOAL A:
The program must provide its students with the latest computer technology for automobile diagnostics. (See district goal A.2, college goal C, and recommendations from the Auto Repair Program Advisory Committee.)

ACTIVITY A.1
Provide .2 reassigned time to research and identify the most common auto repair diagnostic programs and select those which will prepare the greatest number of students for the job market.

ACTIVITY A.2
Purchase the software and upgrade the hardware, as necessary, for the new diagnostic programs.

ACTIVITY A.3
Purchase new tools and equipment to ensure students have the opportunity to apply newly acquired skills.

ACTIVITY A.4
Hire 1 full-time instructor, .5 PT FTE, and 1 full-time instructional aide with experience in the use of the new diagnostic programs.

ACTIVITY A.5
Hire outside consultant to train existing faculty and staff to use the new diagnostic programs.

If you need additional resources to complete this goal, complete a Resource Request Form.

RESOURCE REQUEST FORM

If this request is for a **mandated** cost or to address a **health/safety** issue, check here ☐

PROGRAM/SERVICE: Auto Repair **GOAL:** A - Technology

Additional staffing resources needed to achieve this goal	1998-99 One Time			1999-2000			2000-2001				Perm ?	
Staffing Category	**FTE**	**Hours # Mos**	**Est $$ Vale Fund 10**	**FTE**	**Hours # Mos**	**Est $$ Value Fund 10**	**FTE**	**Hours # Mos**	**Est $$ Value Fund 10**	**Totals**	**Yes**	**No**
Certificated teaching - full time ***(Enter SEMESTER FTE)*** ***Duties:*** Teach new diagnostic repair curriculum.							*2.0*		*106,600*	*106,600*	x	
Certificated non-teaching - full time ***(Enter SEMESTER FTE)*** ***Duties:***												
Certificated teaching - part time ***(Enter SEMESTER FTE)*** ***Duties:*** Instruction in new diagnostic techniques.							*1.0*		*13,914*	*13,914*	x	
Certificated non-teaching - part time ***(Enter SEMESTER FTE)*** ***Duties:***												
Classified - full time ***(Enter number of months)*** ***Duties:***												
Classified - part time ***(Enter number of hours)*** ***Duties:***												
Instructional Aide - full time ***(Enter number of months)*** ***Duties:*** Provide lab support for new curriculum.								*10*	*36,000*	*36,000*	x	
Instructional Aide - part time ***(Enter number of hours)*** ***Duties:***												
Reassigned time - full time ***(Enter SEMESTER FTE)*** ***Duties:*** Research and recommend new software.												
Totals - Staffing							***3.0***		***156,514***	***156,514***		

Other resources required to achieve this goal	One Time 1998-99	1999-2000	2000-2001	Totals	Perm Yes	Perm No
Supplies ***Items:*** *Diagnostic repair software*			*3,500*	**3,500**		x
Operating Expenses ***Items:***						
Equipment ***Items:*** *Computer upgrades; diagnostic equipment; tools*			*22,000*	**22,000**		x
Facilities ***Items:*** *Modification of 1 service bay for new equipment*			*4,375*	**4,375**		x
Other ***Items:*** *Consultant for staff training*			*7,783*	**7,783**		x
Totals - Other	**$0**	**$0**	**$37,658**	**$37,658**		
GRAND TOTALS	**$0**	**$0**	**$194,172**	**$194,172**		

PROGRAM/SERVICE:	Auto Repair

GOAL FORM

List your goals in priority order (A through Z). Use a separate Goal form for each goal. For each goal, list in priority order the activities you plan to undertake to achieve your goal. Your responses should be brief but still provide enough information to support your request for additional resources.

GOAL B:
Develop curriculum to provide instruction in the new diagnostic procedures.
(See district goal A.2 and college goal C.)

ACTIVITY B.1
Develop new curriculum for implementation in fall 1996.

If you need additional resources to complete this goal, complete a Resource Request Form.

NOTE: This goal does not require additional resources, so no Resource Request Form is necessary.

PROGRAM/SERVICE:	Auto Repair

GOAL FORM

List your goals in priority order (A through Z). Use a separate Goal form for each goal. For each goal, list in priority order the activities you plan to undertake to achieve your goal. Your responses should be brief but still provide enough information to support your request for additional resources.

GOAL C:
Provide auto repair students with the skills the auto repair industry now considers essential. These include the ability to work in teams, the ability to read a wide range of technical material, and the ability to communicate effectively with an increasingly diverse customer base. (See district goal B.1, college goal A and recommendations of the Auto Repair Program Advisory Committee.)

ACTIVITY C.1
Rewrite the curriculum to include teambuilding activities.

ACTIVITY C.2
Work with the Reading Dept. to develop a content-specific reading skills course and/or lab for auto repair students.

ACTIVITY C.3
Work with the Speech Dept. to incorporate inter-personal communication skills into the auto repair curriculum.

If you need additional resources to complete this goal, complete a Resource Request Form.

RESOURCE REQUEST FORM

If this request is for a **mandated** cost or to address a **health/safety** issue, check here ☐

PROGRAM/SERVICE: Auto Repair **GOAL:** C - Curriculum

Additional staffing resources needed to achieve this goal	1998-99 One Time			1999-2000			2000-2001				Perm ?	
Staffing Category	**FTE**	**Hours # Mos**	**Est $$ Vale Fund 10**	**FTE**	**Hours # Mos**	**Est $$ Value Fund 10**	**FTE**	**Hours # Mos**	**Est $$ Value Fund 10**	**Totals**	**Yes**	**No**
Certificated teaching - full time *(Enter SEMESTER FTE)* *Duties:*												
Certificated non-teaching - full time *(Enter SEMESTER FTE)* *Duties:*												
Certificated teaching - part time *(Enter SEMESTER FTE)* *Duties*												
Certificated non-teaching - part time *(Enter SEMESTER FTE)* *Duties:*												
Classified - full time *(Enter number of months)* *Duties:*												
Classified - part time *(Enter number of hours)* *Duties:*												
Instructional Aide - full time *(Enter number of months)* *Duties*												
Instructional Aide - part time *(Enter number of hours)* *Duties:*												
Reassigned time - full time *(Enter SEMESTER FTE)* *Duties* Oversee curriculum changes-work basic skills class							*0.4*		*5,565*	*5,565*	x	
Totals - Staffing							**0.4**		**5,565**	**5,565**		

Other resources required to achieve this goal	One Time 1998-99	1999-2000	2000-2001	Totals	Perm Yes	Perm No
Supplies *Items:*						
Operating Expenses *Items:*						
Equipment *Items:*						
Facilities *Items:*						
Other *ItemsStipends for basic skills faculty (2 @ 1,200)*			*2,400*	*2,400*		x
Totals - Other	**$0**	**$0**	**$2,400**	**$2,400**		
GRAND TOTALS	**$0**	**$0**	**$7,965**	**$7,965**		

PROGRAM/SERVICE:	Auto Repair

GOAL FORM

List your goals in priority order (A through Z). Use a separate Goal form for each goal. For each goal, list in priority order the activities you plan to undertake to achieve your goal. Your responses should be brief but still provide enough information to support your request for additional resources.

GOAL D:
Recruit a diverse group of faculty and students to meet the demands of the California workplace. (See district goal B.3 and college goal A.)

ACTIVITY D.1
Work with Human Resources to design a job description and recruitment plan that will ensure a sufficiently diverse pool of applicants for the faculty and staff positions.

ACTIVITY D.2
Work with the recruitment and outreach specialist to develop a recruitment plan to increase the number of female and ethnic minority students enrolled in the program.

ACTIVITY D.3
Develop and implement a marketing plan for the expanded program.

If you need additional resources to complete this goal, complete a Resource Request Form.

RESOURCE REQUEST FORM

If this request is for a **mandated** cost or to address a **health/safety** issue, check here ☐

PROGRAM/SERVICE: Auto Repair **GOAL:** D - Recruitment

Additional staffing resources needed to achieve this goal	1998-99 One Time			1999-2000			2000-2001				Perm ?	
Staffing Category	**FTE**	**Hours # Mos**	**Est $$ Vale Fund 10**	**FTE**	**Hours # Mos**	**Est $$ Value Fund 10**	**FTE**	**Hours # Mos**	**Est $$ Value Fund 10**	**Totals**	**Yes**	**No**
Certificated teaching - full time *(Enter SEMESTER FTE)* *Duties:*												
Certificated non-teaching - full time *(Enter SEMESTER FTE)* *Duties:*												
Certificated teaching - part time *(Enter SEMESTER FTE)* *Duties:*												
Certificated non-teaching - part time *(Enter SEMESTER FTE)* *Duties:*												
Classified - full time *(Enter number of months)* *Duties:*												
Classified - part time *(Enter number of hours)* *Duties:* Assist recruitment/outreach specialist								*100*	*810*	***810***		x
Instructional Aide - full time *(Enter number of months)* *Duties*												
Instructional Aide - part time *(Enter number of hours)* *Duties:*									-			
Reassigned time - full time *(Enter SEMESTER FTE)* *Duties*												
Totals - Staffing									***$810***	***$810***		

Other resources required to achieve this goal	One Time 1998-99	1999-2000	2000-2001	Totals	Perm Yes	Perm No
Supplies *Items:* New program brochures			*750*	***750***		x
Operating Expenses *Items:*						
Equipment *Items:*						
Facilities *Items:*						
Other *Items: Consultant for marketing plan*			*3,000*	***3,000***		x
Totals - Other	**$0**	**$0**	**$3,750**	**$3,750**		
GRAND TOTALS	**$0**	**$0**	**$4,560**	**$4,560**		

APPENDIX D

SAMPLE SIGNATURE PAGE

Program/Service: _____

Faculty/Staff	**Signature**	**Date**

Department Chair		
Division Chair		
Academic Senate Representative		
Office of Student Services *(if applicable)*		
Office of Instruction		
President		

APPENDIX E

SAMPLE TABLE OF CONTENTS FOR SELF-STUDY

PART I: AN OVERVIEW **Page**

History .....
Scope of Curriculum/Service .....
Learning and Work Environment .....
Prerequisites .....

PART II: DATA ANALYSIS

Student Characteristics .....
Statistical Trends .....
Transfer & Career Information .....

PART III: GOALS

Response to Previous Recommendations/Goals .....
Needs/Issues .....
Revised/New Goals .....
Activities .....
Resources .....

PART IV: APPENDICES

College/District Goals .....
PARIS Reports .....
- Loads .....
- Enrollments .....
- Student Characteristics .....
- Grades .....
- Completion .....
- Program Cost .....

Student Survey .....
Evaluation .....

APPENDIX F

EVALUATION
(REQUIRED)

The APPS process is new as of 1995-96. It is anticipated that there are some steps in the process which will need to be revised in order to make it as effective and efficient as possible. To ensure that this process is the best it can be, please take a few minutes to evaluate it. Append this form to your annual update or full report.

In your comments, consider the following:

- Were the instructions clear?
- Was the data book complete, understandable, and useful?
- Was the time line reasonable?
- Was the amount of time and effort it took to complete the report reasonable?
- Was the format (needs/goals/activities/resource request) workable for your program/service?
- Was the process beneficial to your program/service?
- What specific recommendations do you have for changes?

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

☑ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☐ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").